



# **INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY**

## **SURVEY OF DISTRICT TECHNOLOGY COORDINATORS**

**A PROJECT OF THE  
U.S. DEPARTMENT OF EDUCATION  
PLANNING AND EVALUATION SERVICES**

**PLEASE NOTE:**  
**THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE**  
**THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS.**  
**BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE**  
**VERSION WILL *LOOK DIFFERENT* FROM THIS HARD COPY OF THE DISTRICT SURVEY,**  
**BUT WILL HAVE THE SAME CONTENT.**

**If you would like to complete this survey online, your district's login information is:**

[label with login information  
will be pasted in]

**If you prefer to complete this survey by hand, please return the survey in the prepaid FedEx mailer to:**

**Integrated Studies for Educational Technology (ISET/TLCF)  
American Institutes for Research  
1000 Thomas Jefferson Street, NW  
Suite 400  
Washington, DC 20007  
1-888-944-5001 (Select Option 3)**

**Additional information about the ISET/TLCF initiative may be found online at  
<http://www.ed.gov/technology/iset.html>**

Public reporting burden for this collection of information is estimated to average about 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

**A project of the Department of Education, Planning and Evaluation Services.**

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

**O.M.B. NO. 1875-0179 • Approval Expires 06/30/2001**

## SECTION I. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TECHNOLOGY PLANNING

1. Does your district have a technology plan? Please select one.

- ☐ Yes, we have a single district technology plan
- ☐ Yes, we have multiple technology plans (e.g., district technology plan; E-Rate technology plan)
- ☐ No, but the district is in the process of developing one.
- ☐ No, and the district does not currently have plans to develop one at this time.

2. What are the major goals of your district's technology initiatives and reforms? How much progress has been made toward achieving each goal?

Are any of the technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
<b>...professional development for teachers on the use of technology</b> E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...professional development for teachers on integrating technology into instruction</b> E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...using technology to provide professional development for teachers</b> E.g., Providing access to distance learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...technical support for teachers</b> E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...the availability of modern computers in the classroom</b> E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...connectivity to the Internet</b> E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...making software and online resources an integral part of every school curriculum</b> E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...student outcomes</b> E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are any of the technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
<b>...parent outcomes</b> E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>...administrative outcomes</b> E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other.</b> Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other.</b> Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other.</b> Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other.</b> Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION II. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TLCF FUNDING

*The TLCF is a formula grant program that provides money to the 50 States, the District of Columbia, the territories, and the Bureau of Indian Affairs to accelerate the implementation of Statewide technology plans. Funds are allocated to States proportionate to their share under Part A of Title I of ESEA—that is, proportionate to the number of students in poverty—but with a minimum allocation to any state of one-half of one percent of the amount appropriated. Upon award of a grant, each State distributes sub-grants to LEAs on a competitive basis.*

*Please note: in Texas, TLCF awards were distributed as Technology in Education (TIE) grants.*

### 3. Has your district ever applied for TLCF funding?

- ☐ Yes (check all that apply below) → **PLEASE GO TO Q5**
- ☐ as an individual applicant
  - ☐ as the fiscal agent of a consortium
  - ☐ as a member of a consortium (not as the fiscal agent)
- ☐ No → **PLEASE GO TO Q4**
- ☐ Don't Know → **PLEASE GO TO Q8**

### 4. Why has the district not applied for TLCF funding?

Reason why district has <u>not</u> applied for TLCF funding	YES	NO
The district was not aware of this source of funding for educational technology	<input type="radio"/>	<input type="radio"/>
The district does not have personnel with the expertise or experience to write a proposal	<input type="radio"/>	<input type="radio"/>
District personnel do not have the time to write a proposal	<input type="radio"/>	<input type="radio"/>
The district does not have the monetary resources	<input type="radio"/>	<input type="radio"/>
The district does not see the need for TLCF funding	<input type="radio"/>	<input type="radio"/>

Reason why district has <u>not</u> applied for TLCF funding	YES	NO
The district did not have an approved technology plan	<input type="radio"/>	<input type="radio"/>
The district was not eligible to apply (e.g., funds were restricted to districts of a certain poverty level and the district did not meet poverty restrictions)	<input type="radio"/>	<input type="radio"/>
Restrictions on uses of funds were not compatible with district priorities or needs (e.g., funds were limited to connectivity but district has priority and/or need for professional development)	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

**→ AFTER ANSWERING Q4 PLEASE GO TO Q6**

**5. Please tell us about your experience in general with applying for TLCF funds. What type of technical assistance was available to your district from the State? If your district obtained technical assistance, how would you rate the effectiveness of the assistance?**

TYPE OF TECHNICAL ASSISTANCE FROM THE STATE	WAS THIS FORM OF ASSISTANCE AVAILABLE?			IF OBTAINED: HOW USEFUL WAS THE ASSISTANCE?			IF NOT OBTAINED:
	Yes	No	Don't Know	Not at All Useful	Somewhat Useful	Very Useful	I would like to have this type of TA available in the future
State-wide conference or regional briefings to discuss competition requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for developing technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on district technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in developing plans for evaluating the use of educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/email help lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail distribution list or listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample successful proposals (whole or pieces of proposals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SECTION III. TECHNOLOGY RESOURCES: USE OF FUNDS FOR EDUCATIONAL TECHNOLOGY

*Please note: in Texas, TLCF awards were distributed as Technology in Education (TIE) grants.*

**6. Were TLCF funds targeted to specific types of schools?**

- ☐ Yes  
☐ No (TLCF funds did not go to schools directly or were used for all the schools in the district) **→ PLEASE GO TO Q8**

**7. To what type of schools was TLCF funding directed during the 1999-2000 school year?**

In my district, TLCF funding supported activities targeted to:	YES	NO
Schools that showed initiative in application process	<input type="radio"/>	<input type="radio"/>
Schools receiving Title I funds	<input type="radio"/>	<input type="radio"/>
Schools with a large number of LEP students	<input type="radio"/>	<input type="radio"/>
Schools with a large number of students with disabilities	<input type="radio"/>	<input type="radio"/>
Low performing schools	<input type="radio"/>	<input type="radio"/>
High performing schools	<input type="radio"/>	<input type="radio"/>
Elementary schools	<input type="radio"/>	<input type="radio"/>
Middle/Junior High schools	<input type="radio"/>	<input type="radio"/>
High schools	<input type="radio"/>	<input type="radio"/>
High poverty schools	<input type="radio"/>	<input type="radio"/>
Schools demonstrating high technology need	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

## SECTION IV. TECHNOLOGY AND INSTRUCTION: PROFESSIONAL DEVELOPMENT AND TECHNICAL SUPPORT

**8. Does your district have technology standards for teachers and/or administrators (e.g., standards regarding proficiencies, training, uses of technology)?**

Our district has technology standards for:	YES	NO
Teachers	<input type="radio"/>	<input type="radio"/>
Administrators	<input type="radio"/>	<input type="radio"/>

**9. Please tell us about what your district is doing to increase teachers' ability to make effective use of educational technology. If you are using a particular method, please indicate how much of a factor it is in the district's efforts to provide professional development specific to technology during the past year (July 1999 – June 2000):**

Method used in the district for increasing teachers' ability to effectively use educational technology:	HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR DISTRICT'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	NOT USED	MINOR FACTOR	MAJOR FACTOR
Partnering with another district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with an institution of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contracting with a software vendor or other for-profit company that provides professional development in the use of technology in instruction. Please specify vendor _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing teachers with the opportunity to participate in courses about the use of technology in instruction via the Internet, video conferencing, or other form of distance learning strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Method used in the district for increasing teachers' ability to effectively use educational technology:	HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR DISTRICT'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	NOT USED	MINOR FACTOR	MAJOR FACTOR
Sending teachers or technology leaders to technology-related training with the expectation that they will return to their schools and train other teachers ("train the trainer" approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having teachers or teacher teams develop new curriculum units that incorporate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring building level technology coordinators to work with teachers on incorporating technology into teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending teachers to workshops, conferences or summer institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Please consider all of the forms of professional development provided or paid for by the district from July 1999 – June 2000. How much professional development was supplied by the following individuals or groups?**

The amount of professional development provided by:	NONE (0%)	SOME (1-25%)	A MODERATE AMOUNT (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
The technology coordinator (formally assigned)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian/Media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District office technology coordination staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from within your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from outside your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty or staff from institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For-profit vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State, regional, or county technical assistance or resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representatives from a volunteer organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An online professional development community or other online resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. As a whole, how well is your district able to meet the need for technology-related teacher professional development?**

- ☐ Not very well
- ☐ Fairly well
- ☐ Very well

## 12. What forms of technology support does your district provide?

Type of technical support	YES	NO
Installing equipment and networks	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining equipment and networks	<input type="radio"/>	<input type="radio"/>
Installing operating systems and software	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining operating systems and software	<input type="radio"/>	<input type="radio"/>
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	<input type="radio"/>	<input type="radio"/>
Selecting and acquiring computer-related hardware, software and support materials for schools	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

## SECTION V. TECHNOLOGY AND INSTRUCTION: EQUIPMENT USE

### 13. To what degree have the following been barriers to the expanded use of educational technology?

	NOT A BARRIER	MINOR BARRIER	MAJOR BARRIER
<b>Hardware Resources</b>			
Insufficient number of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of peripheral devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of other types of technology hardware (e.g., graphing calculators, TVs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Internet Resource Quality</b>			
Internet connections aren't fast or reliable enough for use during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of age-appropriate or educationally-relevant Web sites for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Software Resources</b>			
A lack of age-appropriate or educationally-relevant software resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of software products aligned with State standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Logistical/Other Barriers</b>			
Lack of trained technical staff available for:			
...product and service acquisition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...installation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building electric power supply and wiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building HVAC (heating, ventilation, air conditioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of space in school buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained teachers and other instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## SECTION VI. TECHNOLOGY AND INSTRUCTION: USE OF SOFTWARE AND ONLINE RESOURCES IN THE CURRICULUM

14. Does your district have technology standards for students (e.g., standards regarding proficiencies, uses of technology)?

- ☐ Yes, our district has technology standards for students
- ☐ No, our district does not have technology standards for students

15. How is the district promoting various types of student use of computers? To what extent does the district use the following strategies/policies?

The district promotes <u>student</u> use of computers by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Providing the appropriate software to schools (through district purchasing or by giving schools funds earmarked for educational software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending the use during the course of professional development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including the use in the curriculum (as "good practice" or in model lessons given to teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that the use is included in other district documents as a good example of integration technology in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing a policy that building-level technical assistance is available at all schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering optional educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentor follow-ups to training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing within-district trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing outside-district trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing online support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Are there written district policies regarding the appropriate use of computers and the Internet by students and/or teachers?

Our district has written policies regarding appropriate use of computers and the Internet for:	YES	NO
Teachers	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>

→ IF THE ANSWER TO Q16 WAS "NO" FOR BOTH TEACHERS AND STUDENTS, PLEASE GO TO Q18

**17. What types of policies and/or procedures does your district use to ensure appropriate use of computers?**

<b>District computer use policy</b>	<b>YES</b>	<b>NO</b>
Students must sign a "contract" agreeing to use computers for appropriate purposes	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists use classroom management techniques to monitor use and instruct students on appropriate use	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists receive professional development on the appropriate use of the Internet in their classrooms	<input type="radio"/>	<input type="radio"/>
Filters (i.e., a mechanism to limit Internet access to certain forms of information) are installed on computers	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

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## **SECTION VII. EVALUATION OF TECHNOLOGY INITIATIVES**

**18. Did the district conduct, or is the district planning to conduct any evaluations of its educational technology initiatives?**

- ☐ Yes, the district has conducted or is planning to conduct evaluations of educational technology.
- ☐ No, the district did not and is not planning to conduct any evaluations of educational technology.

**19. Does the district evaluate its technology-related professional development activities?**

- ☐ No.
- ☐ Yes, but the results of the evaluation are not available.
- ☐ Yes, the results of the evaluation are available.

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## **SECTION VIII. RESPONDENT BACKGROUND AND FINAL THOUGHTS**

**20. Which of the following most closely describes your job title? Check as many as apply.**

- ☐ District Superintendent
- ☐ Assistant Superintendent
- ☐ Technology Coordinator/Director
- ☐ Division Director (e.g., Director of Curriculum)
- ☐ Principal/Assistant Principal
- ☐ Teacher
- ☐ Researcher/Evaluator
- ☐ Professional Development Specialist
- ☐ Other. Please specify: \_\_\_\_\_

**21. How long have you been in your current (or similar) position?**

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

**22. How long have you been employed within your current district?**

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

**23. Please provide your email address so we may send you your Amazon.com \$40 gift certificate as quickly as possible.**

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**THANK YOU!**

**WE ARE VERY GRATEFUL FOR YOUR CONTRIBUTIONS TO THIS PROJECT.**

*If you have any questions about this survey, please contact Teresa Garcia at [tgarcia@air.org](mailto:tgarcia@air.org), or call toll-free, at 1-888-944-5001 (select Option 3). All study participants will be notified of the availability of the final report once it is completed. Please use the space below to share any comments or thoughts you have about this survey. Thank you very much for your time.*

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